

# Counseling 2011-12

## Career Technical Business/ECE/Human Services Academic Advisor I

### Summary:

Increase the Career Technical academic advising capacity in Business, Early Childhood Education and Human Services to meet the increased and growing academic advising demands of the area.

### Description

Requesting a .49 classified Advisor 1 position to cover the increased and growing academic advising demands of Career Technical students in Business, Early Childhood Education and Human Services academic advising area.

- This service is sought for a critical area of need. Just in the last four school years student interest in and enrollment in Career Technical Business programs, Early Childhood Education program and Human Services programs has steadily increased. The largest shift has been noted starting with the Hynix layoffs in spring of '08 and subsequent surge in unemployment including other large corporation layoffs. An increase in academic advising for 11/12 is also expected in Business Technologies and Human Services due to the continuing and new online course offerings in Accounting and Administrative Office Professionals programs. Additionally, there is projected to be a continual increase in area people needing services in Early Childhood Education/Childcare Workers, Human Services/Gerontology and Criminal Justice. Local and regional trends through 2018 suggest the following growth potential with the average of all career growth being 9.1%:
- Accounting/Bookkeeping 9.2 - 11.8 %
- Addition Counseling 20.1 %
- Administrative Assistants/Secretarial 9.2 – 14.4 %
- Early Childhood Education/Childcare Workers 12.4%
- Criminal Justice/Juvenile Corrections 9.8 – 11.4 %
- Human Services 18.1%
- Retail Clerks/Management 8.5 – 9.6%

The end result has been a strain in our ability to provide needed services to prospective students. Although our current method for collecting data has not been distinguishing contacts between all Business and Social Science Transfer and Career Technical students, Early Childhood Education students were served through Academic Advising with 207 contacts. With the given data we can estimate we served 653 Business Technology students. Additionally, we have data for Student Orientation, Advising and Registration (SOAR). The attendance numbers for 09-10 SOAR sessions were:

- Accounting/Admin Asst/Retail 125
- Criminal Justice/Juvenile Corrections 120
- Early Childhood Education 55
- Human Services 86

The review of IRAP data shows 09-10 unduplicated student declared majors for Business Technologies is 472, Early Childhood Education is 276, Criminal Justice/Juvenile Corrections is 97, and Human Services is 384.

### Questions and Answers

**How is the initiative linked to the Unit Plans most recently submitted?**

- 1. How does it continue the achievement of those goals?**
- 2. If this is a continuation of an initiative started last year, make sure that relationship is clear.**

**How is this initiative linked to the efficiencies and productivities plans you had last year?**

- 1. How does it continue the achievement of these plans?**
- 2. If this is a continuation of an efficiency or productivity plan started last year, make sure that relationship is clear.**

**How is the initiative linked to the Unit Plans most recently submitted?**

This initiative satisfies the goals of student success and retention of previous years and is clearly in stride with those efforts.

- 1. How does it continue the achievement of those goals?**

This is a first time initiative. A dramatic growth in students being served is noted due to significant shifts in the economy – specifically higher unemployment and a number of recent layoffs from large corporations. Most of the academic advising responsibilities for Career Technical Business, Early Childhood Education, and Human Services programs are each completed by a team made up of one full time Academic Advisor, one full time Counselor, and one part-time Academic Advisor. The Counselors on each team are also responsible for faculty teaching assignments, limiting the total amount of resources offered Career Technical Business, Early Childhood Education, and Human Services students. The person in this position would be trained to work solely with Career Technical students in the Business, Early Childhood Education, and Human Services areas.

This initiative is feasible and an efficient use of college resources. Comprehensive and accurate two to three year academic plans allow students to stay focused and on track toward their personal, academic and career goals.

- 1. If this is a continuation of an initiative started last year, make sure that relationship is clear.**

**How is this initiative linked to the efficiencies and productivities plans you had last year?**

With the funding of this initiative, Career Technical Business, Early Childhood Education, and Human Services students will continue to have access to help them move through Progress and Completion.

- 1. How does it continue the achievement of these plans?**

Through continued funding, with continued and growing demand for Career Technical Business, Early Childhood Education and Human Services advising, achievement will continue.

- 2. If this is a continuation of an efficiency or productivity plan started last year, make sure that relationship is clear.**

This is a first time request.

**Describe the resources needed:**

Perkins funds are being requested. 19000 w/OPE

**What specific measurable program outcomes do you expect to achieve with this initiative? The outcomes should be specific enough to be measurable. Also, outline the method that will be used to determine the results.**

IRAP data and internal data (as shown in the “description” section) collected through SARS-GRID will be used to compare numbers of Career Technical Business, Early Childhood Education and Human Services students served from previous years to 09-10.

**Department Priority:**

**Unit Resources:**

Office space, computer, and supplies will be devoted by the Counseling department for this position. No other resources would be needed, and faculty workload would not be impacted, other than to relieve the growing workload pressure from the present Counselor/Advisor staff.

**Funding Request: Carl Perkins**

**Is this a Career & Technical Education program approved by the state and offered through Lane for credit?**

Yes

**If not a Career & Technical Education program, does your request provide considerable support for students enrolled in these programs?**

No

**Do you have an advisory committee that meets 2-3 times per year?**

Yes

**If request is for personnel, will funds be used to replace an existing position?**

No

**How will funding this initiative increase or sustain the academic achievement and technical skills attainment (GPA of 2.0 or better) of Career and Technical Education students?**

This is not a position that directly impacts a student's GPA.

**How will funding this initiative increase or sustain the number of CTE students that graduate or receive a one year certificate from Lane and help prepare the students for employment?**

Students who receive accurate and comprehensive academic advising dramatically increase their chances of degree/certificate completion and getting access into competitive limited enrollment programs.

This initiative satisfies Perkins goal number 7, "Counseling & Career Development Goal: Postsecondary students in vocational and technical education programs will have access to comprehensive counseling and career development services." It is directed toward supporting student accessibility to Career Technical Business, Early Childhood Education, and Human Services programs including limited enrollment programs. This will be accomplished by providing "best practice" academic advising designed to address student success and retention. This academic advising will provide accurate and comprehensive information that improves student course planning regarding program application, prerequisite and degree requirements, and thus, their academic success. Increasing the capacity of the number of students served face-to-face from year-to-year, will be a measurable outcome. In addition to direct face-to-face services this commitment will translate into an increased ability to provide timely phone and email academic advising responses to advising inquiries, which are also measurable.

**EQUIPMENT \$****COMPUTER HARDWARE \$****COMPUTER SOFTWARE \$**

**MATERIALS & SUPPLIES \$**

**CURRICULUM DEVELOPMENT (Hours)**

**PART-TIME FACULTY \$**

**TIMESHEET STAFF \$**

19000

**TRAVEL \$**

**Can this initiative be partially funded?**

No

**EQUIPMENT \$**

**(E) Explanation of effect of partial funding:**

**COMPUTER HARDWARE \$**

**(CH) Explanation of effect of partial funding:**

**COMPUTER SOFTWARE \$**

**(CS) Explanation of effect of partial funding:**

**MATERIALS & SUPPLIES \$**

**(MS) Explanation of effect of partial funding:**

**CURRICULUM DEVELOPMENT (HOURS)**

**(CD) Explanation of effect of partial funding:**

**PART-TIME FACULTY \$**

**(PF) Explanation of effect of partial funding:**

**TIMESHEET STAFF \$**

**(TS) Explanation of effect of partial funding:**

**TRAVEL \$**

**(T) Explanation of effect of partial funding:**

[Funding Request: Curriculum Development](#)

[Funding Request: Technology Fee](#)